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Tech III to Reinforce System Strategic Plan

by Sandoval Chagoya,
Editor, CCC TechEDge

The System Office Unit charged with providing technology leadership to California Community Colleges and the unit's advisers have developed a plan to specifically support the CCC System's strategic goals.

In January the Board of Governors unanimously adopted the first California Community Colleges System Strategic Plan and the process of implementing the plan has since begun. The System Office Telecommunications & Technology Unit responded with planning efforts of its own by consulting leaders and advisers throughout the System. Efforts included a planning workshop with the specific goal of aligning the Tech III plan with the framework of the System Strategic Plan.

This two-day workshop was held in May at the Kellogg West Conference Center, on the Cal Poly Campus in Pomona. More than 20 educational technology leaders from the System Office and colleges throughout the state attended the session, which was facilitated by Mary Beth Baker.



Baker is an independent consultant who assists higher education institutions and non-profit organizations to develop responses to external and internal challenges through strategic planning, restructuring, process improvement and technology integration. She has been a consultant for more than 15 years.

To provide overall context for the planning session, Steve Bruckman, Executive Vice Chancellor, reviewed the highlights of the System Strategic Plan. Bruckman was clear that he believes technology has critical impact in all areas of the plan.

>> see TECH III, page 6

Advancing Online Admissions: CCCApply-en-Español, International Student App, E-SIGN

by Tish McNamara,
Project Director, CCCApply

From the day it went live in 2001, CCCApply has had a grand goal of assisting all potential students get into the California community college of their choice—and to facilitate the admissions process for every one of the colleges. This year the CCC system took three leaps forward in the world of college admissions and fast-forwarded the strategic plan by launching: CCCApply-en-Español Spanish language version; CCCApply International Student Application and Process Manager, and E-Signature for CCCApply.



The Spanish language version of the application was the college favorite in a 2004 survey of priority enhancements to CCCApply. The project suffered a setback when a federal grant fell through,

but the CCC System Office stayed committed, funding Phase One to get the application form done. A design team of Spanish-speakers from the colleges piloted the development, ensuring that the Spanish vocabulary suits the regional student population. Now applying is as simple as toggling back and forth between languages, while the application data itself remains unaffected. Six colleges went live at launch and already subscription has doubled. Phase Two, when funded, will enable toggling the rest of the CCCApply Web site.

>> see CCCAPPLY page 6

NOTE: Current TechEDge style uses 'System Office' to refer to the state agency also known as the 'CCC Chancellor's Office.'

TechEDge is published quarterly, with additional special issues published throughout the year. It is distributed to distance educators, information systems officers, business leaders, the California legislature and other interested parties. A current editorial calendar is available at www.ccctechedge.com.

Funded by a grant from the California Community Colleges Chancellor's Office and published by the California Community Colleges Technology Center, its purpose is to provide timely and relevant news about telecommunications and technology in California's 109 community colleges.

TechEDge welcomes relevant submissions and feedback, and we will gladly add you to our mailing list by request. Direct all correspondence to the TechEDge editor, Sandoval Chagoya, at:

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A delegation from Japan's Nihon Fukushi University (NFU) visits with representatives of the California Educational Technology Collaborative at the Butte College campus. Left to right: Sandoval Chagoya, Publications Specialist, CCC Technology Center; Catherine McKenzie, Systems Software Specialist III, CCC System Office; Masaru O'Guchi, Administrative Officer, NFU Office of Graduate Schools; Takayoshi Amenomori, Associate Professor and Academic Coordinator, NFU Graduate School of International Social Development; Yumiko Kato, Administrative Staff, NFU Office of Graduate Schools; Kimiharo Takaki, Manager, NFU Office of Graduate Schools; and Doug Cremer, Director of Systemwide Technology Programs, CCC Technology Center.

Delegates from Japan Visit the California Community Colleges

In August a delegation of academic experts from Japan met with California Community Colleges technology leaders to exchange ideas about the present and future of distance education.

The delegates from Nihon Fukushi University in Nagoya, Japan met with system technology leaders throughout the state via a CCC Confer e-conferencing session hosted by Butte College in Oroville. Directors from all of the California Educational Technology Collaborative projects attended and presented.

Nihon Fukushi University has developed a Graduate School of International

Social Development. The school cultivates new leaders in international social development to meet the demands of 'people-centered development.' The delegation's visit to the California Community Colleges was part of a larger tour of leading distance education institutions in the United States.

For more information about Nihon Fukushi University visit:
<http://www.n-fukushi.ac.jp/ENGLISH/TOP.HTML>.

For more information about the California Educational Technology Collaborative visit <http://www.ccctec.org>. <>

Seeking Future Spielbergs: CCC Student Films Wanted

by Catherine Armas-Matsumoto, Marketing Services, CCCSAT

Plans for the Second Annual Student Film & Video Festival presented by CCCSAT, the California Community Colleges Satellite Network, are well underway. Last year's successful inaugural event culminated in a showcase of talented student works on CCCSAT ACN/Channel 80 on the Web this past April. The official call for entries began again in September. Entry forms are available online at <http://www.cccsat.org>, and they will also be mailed to the individual campuses of the California Community Colleges later in the month.

"Last year we had an impressive 54 entries in seven categories. This year we've increased the number of categories and expect the event to grow exponentially," commented Blaine Morrow, CCCSAT project director.

In the previous year's event, Matthew Junmar of Los Angeles City College earned the Best of Show honors for his entry Vanish in the "Music, Variety, Specialty or Other" category, as well as a first place award in the same category. This year students can submit entries in the following nine categories: News Programs; News Packages; Feature Magazine; Sports; Documentary & Interview; Commercial, Promo or PSA; Music Variety or Specialty; Short Film; and Graphics & Animation.

One best of show winner and first place winners in each category will receive a software prize package from the contest's sponsor, Avid, a developer of media creation software and equipment. Additional sponsors are also being recruited to participate in this exciting event.

The deadline for all submissions is January 31, 2007. Judging will take place from February 26 to March 9, with winners to be revealed in late April or early May. Entries should be mailed to the "2nd Annual Student Film & Video Festival Entry" c/o CCCSAT, 365 S. Rancho Santa Fe Road, Suite 104, San Marcos, CA 92078-2338. <>

For more information visit <http://www.cccsat.org>.

Conference Calendar

The League for Innovation's 2006 Conference on Information Technology
Charlotte, North Carolina **October 22-25, 2006**
League for Innovation in the Community College
<http://www.league.org>

WCET 18th Annual Conference Blazing the E-Learning Trail... Forging New Ways to Learn
Portland, Oregon **November 1-4, 2006**

Conference Web site: <http://conference.wcet.info/2006/>
Western Cooperative for Educational Telecommunications
<http://www.wcet.info/>

CENIC '07: Making Waves
La Jolla, California **March 12-14, 2007**

The CENIC 2007 Program Committee is seeking presentations, demonstrations and panel discussions focused on network-enabled applications and research related to the 2007 conference theme, Making Waves. Deadline for proposals is November 3, 2006. Visit <http://cenic07.cenic.org/> for more information.
Corporation for Education Network Initiatives in California <http://cenic.org>

2007 Secure IT Conference - 5th Annual Information Technology & Network Security Conference
Sacramento, California **March 27-29, 2007**

The Secure IT 2007 Program Committee requests proposals for presentations for the Secure IT 2007 Information Technology and Network Security Conference. Conference presentations will address the technical, management and curriculum development aspects of information security and assurance. Deadline for proposals is October 16, 2006. Visit: <http://www.secureitconf.com/CallForProposals.asp>.
<http://www.secureitconf.com>

The 2007 CISOA & RP Group Conference
Orange County, California **March 25-28, 2007**
CCC Chief Information Systems Officers Association
<http://www.cisoa.org>
The Research and Planning Group for CCC
<http://www.rpgroup.org/>



The 2005-2006 @ONE Scholars gather at their Summer Retreat in Asilomar in Monterey County. Standing in back, left to right: Patrick Len, Cuesta College; Francis Rice-Farrand, Los Angeles City College; Bobby Hutchinson, Modesto Junior College; Greg Breyer, Cosumnes River College; Scott Lukas, Lake Tahoe College; Denise Stiglich, Antelope Valley College; Kelvin Leeds, Santa Ana College; and Susan Longacre, City College of San Francisco. Standing in middle row: Carolyn Brown, Foothill College; and Cheryl Carter, Diablo Valley College. The @ONE Support Team is seated, left to right: Judy Rookstool, Evergreen Valley College Teaching and Learning Center Coordinator; Darla Cooper, Center for Student Success; Michelle Taramasco, Center for Student Success; John Whitmer, @ONE Project at Evergreen Valley College; and Mary Wong-Kauzlarich, @ONE Project at Evergreen Valley College.

@ONE Scholars Examine Impact of Technology on CCC Students

by John Whitmer, Director, @ONE Project

The 2005-2006 @ONE Scholar researchers found that:

- * When students take an "Online Student Success" course, they did have greater success in future online courses.
- * Astronomy students defining themselves as "collaborators" had negative attitude gains in science confidence, while "self-testers" had positive attitude gains.
- * Online clinical scenarios increased nursing students' critical thinking scores.

@ONE Scholars are doing professional-level research on instructional technologies and evaluating their impact on students in California Community College classrooms. Through a partnership with the RP Group's Center for Student Success, selected faculty develop research studies and conduct them in their own classrooms. The results of their work immediately effects their classroom, and is passed to other faculty, generating effective changes in the use of technology to improve student learning.

Here are the dedicated individuals who have just completed research monographs—and their topics of study.

- * "Online Student Success: Making a Difference" by Gregory Breyer, Cosumnes River College.
- * "Asynchronous or Face-to-Face Communication: Does it affect student experience and perceptions in an online course?" by Carolyn Brown, Foothill College.
- * "Non-Traditional Student Participation in Synchronous Online Workshops" by Cheryl Carter, Diablo Valley College.
- * "Technology: Fad or Fixture? A Study on Students' Perceptions of Using Tablet PCs During Class" by Kelvin Leeds, Santa Ana College.
- * "Analyzing Individual and Cooperative Electronic Response Systems to Improve Student Learning and Attitudes in Astronomy" by Patrick Len, Cuesta College.
- * "Developing Critical Thinking in the Nursing Student Using Simulated Online Clinical Scenario Assignments" by Susan Longacre, City College of San Francisco.
- * "Education for Future" by Frances Rice-Farrand, Los Angeles City College.
- * "An Analysis of Student Success in Reflexive Online Classroom Assignments" by Scott Lukas, Lake Tahoe College.

You can read the findings of these studies in the "Previous Scholars" section at www.ccone.org/scholars

This program is a service of the @ONE Project, which has a support team which includes Michelle Barton, Director of Research at Palomar College and Darla Cooper, Director of Research at Oxnard College. They are joined by Judy Rookstool, Teaching and Learning Center Coordinator at Evergreen Valley College and Mary Wong-Kauzlarich, @ONE Project. <> For more information about @ONE visit <http://www.ccone.org>

Faces of Technology

Dr. Marshall (Mark) Drummond

California Community Colleges Chancellor

Working for System Efficacy

Dr. Marshall (Mark) Drummond was named Chancellor of the California Community Colleges (CCC) by the Board of Governors in January 2004. As Chancellor he has been a ceaseless advocate for the CCC System, focused on presenting the important societal mission of community colleges to elected officials in local, state and national government.

“My main goal for the CCC is that we strive to build a better enterprise so that our students have better opportunities and our employees have better working conditions,” Chancellor Drummond said during an interview at his office in Sacramento, two blocks from the State Capitol.

“Everything we do here is for the students. It is exciting to see students use our system to transform themselves. We exist as a means for students to make their lives better. It is an important mission and one that affects the quality of life throughout the state.”

It is a mission important enough to dedicate a forty year career to. Chancellor Drummond started in the CCC at Chabot College in Hayward where he taught business and data processing courses from 1967 to 1981. He used his business and technology expertise in the private sector as general manager of two technology corporations and as President of Management Services Associates, a company based in Hayward.

He didn’t stay away from higher education for long, though, returning to Eastern Washington University where he served in a variety of executive roles, culminating in a turn as President that lasted nearly ten years.

Prior to his appointment as State Chancellor, Dr. Drummond served as Chancellor of the Los Angeles Community College District (LACCD) for almost five years. LACCD is the largest community college district in the nation. It includes nine colleges, has an annual budget close to one billion dollars and serves approximately 130,000 full-time students.

The California Community Colleges as a whole is much larger. With its 109 campuses and 72 districts serving nearly three million students, the CCC is the largest System of higher education in the world. It is a System that Chancellor Drummond says works well at the local level but has not realized its potential as a statewide force.

“I have been in higher education for 40 years,” Chancellor Drummond said. “For most of that time I have been part of the CCC System, and I came to believe, that while we had many very valuable assets, we frankly also had some areas that were neglected and needed improvement.”

“We rightfully have bragging rights for a lot of accomplishments within our System. In most cases, the operations of our colleges at the local level are great. We are doing a



Chancellor Drummond participates in the 2006 CCC Technology Awards Ceremony, September 11, 2006.



great job in terms of local governance. The colleges work well as independent operatives and should remain autonomous. It is at the statewide level—in the efficacy of our System as a whole—where we can use some weaving together.”

One of Chancellor Drummond’s primary goals for his chancellorship, then, is to make the CCC System Office a better, stronger service organization. His vision includes a System that is financially balanced with a clearly defined mission, offering services aligned with its funding.

Navigating the ‘political swim’ in Sacramento, however, has been a different experience for Chancellor Drummond than he had in previous positions. “This position required a big change in my life,” he said. “I’ve worked both publicly and privately before, and I was a professor for many years, but this is a different job. It’s a political position, it doesn’t have breaks, and it requires hard hitting every day.”



Chancellor Drummond speaks to the American Association of Community Colleges.



Chancellor Drummond speaks about Compton Community College at the September Board of Governors Meeting.

In his first weeks as Chancellor, Dr. Drummond intervened to restore financial stability at Compton Community College. What was expected to take months to resolve, instead lasted years, ultimately resulting in legislated emergency funding. Challenges remain concerning the long-term solvency of the college but it remains open as an institution of higher learning.

“Compton was independent for 78 years. Now it has been partnered with El Camino, so, naturally, there will be challenges related to this significant cultural shift,” he said. “However, we kept the college from being boarded up. Through the combined effort of many people, we kept the doors open and we succeeded in getting emergency funding from the legislature through Assembly Bill 318. Compton will have a stable funding source for three years and an opportunity to re-create itself.”

Even after many successes, though, the System Office can seem a long way from the college environment. “Coming to the System Office was an act of faith for me,” Chancellor Drummond said. “We’re removed here somewhat. Unlike at the colleges, we don’t have the students on site as constant reinforcement of the work we do.”

So Chancellor Drummond stays focused on his core ideals. “This place isn’t about the Chancellor,” he said, “It’s about the CCC System. Supporting the academic mission of the colleges is the most important thing we do. We are academic professionals and we serve students. That’s what we do. And everything we think and do should stem from that value instead of some other abstract political or bureaucratic value.”

It is a sound approach that has worked well, even in the political and bureaucratic environment of Sacramento. One example is Chancellor Drummond’s success working with the state administration to address the critical nursing shortage. A partnership was developed between the CCC, the private sector and state and federal government. It includes \$35 million in start-up funding from the state, followed by \$30 million in federal funding.

“The nursing initiative effort will go far toward a goal of doubling the number of students enrolled in nursing programs in California,” Chancellor Drummond said. “It is a program that advances the goals of the CCC System and the state, but it does not interfere with the autonomy of the individual colleges, which can choose to participate or not.”

"These types of projects require System-level leadership," Chancellor Drummond said. "Even as Chancellor of the Los Angeles Community College District, our System's largest district, I would not have been able to accomplish a project with such sweeping ramifications for our System. Alone, you cannot create an effective vision that will allow the state leaders to see how our efforts benefit the entire state of California. That's what we can do here at the System Office."

"We also have a need for more regional collaborations and statewide efforts, including more outreach and collaboration with the corporate and private sectors," Chancellor Drummond said. "We have solutions to many of the problems that trouble our state, as well as new opportunities within areas like workforce development and nursing."

"Ultimately, what I want to do here at the System Office is to lead us toward sustainability," Chancellor Drummond said. "I want to change the present paradigm to one of ongoing stability and support."

Chancellor Drummond's desire to change the present paradigm was greatly advanced by the recent legislative approval of California Senate Bill 361, which he strongly supported. The bill marks a new era for the CCC as it represents a systemwide funding reform. It addresses inequalities in funding between colleges, and creates a new heuristic for determining funding levels.

Another way Chancellor Drummond is working to change the current CCC paradigm is through the System Strategic Plan. This first-ever, comprehensive and systemwide strategic plan was developed through extensive consultation with the colleges and adopted by the Board of Governors in January 2006. For more information about the plan, see "Five Goals, One Vision" below.

"What we've done with the System Strategic Plan is to provide a vision for the state System and a blueprint for how we can work together toward common goals," Chancellor Drummond said. "The plan takes no money from local colleges and provides a means for the colleges to endure in the long term."

"The plan is a way of saying who we are and what we do. An organization needs to have coherence and a clear mission, especially when asking for money," Chancellor Drummond said. "It provides a way of connecting the dots in a meaningful way by establishing principles of networking and methods for finding and bringing coherence to what already exists. It provides a method by which we can make our System greater than the sum of its parts."

The System Office Telecommunications and Technology Unit has begun work on Technology III, a tactical plan that directly supports the goals of the System Strategic

Plan. For more information about the Technology III Plan, please see the feature on page one of this newsletter.

"Technology enhances all areas of the System Strategic Plan," Chancellor Drummond said. "It empowers our students and empowers us to better serve our students. Like so many of our other resources, our existing technology needs to be leveraged at the system level. We need to work toward meta-integration, where every campus offers Web services and wireless network connectivity, and all the students have laptops."

"In the realm of technology, we better be sure we're thinking large," he said. "IT is a rolling ball. You either stay on top or it will run over you. So at the System level, the Tech III planning initiative is bold and innovative."

Chancellor Drummond maintains a busy traveling and speaking schedule but still finds time to maintain contact, as well as foster relationships, with local community college administrators, faculty, staff and students. He visited 19 California community colleges in 2004, 17 in 2005 and by November he will have visited 24 colleges this year.

Chancellor Drummond has a Bachelor of Science degree in Management and Economics from San Jose State University, a Master of Business Administration from San Jose State University and a Doctorate of Education from the University of San Francisco.

Chancellor Drummond has been married to Terri Wilkins-Drummond for a year and a half. Like the

Chancellor, Terri is a horse person. They live on a working horse ranch near Colusa, replete with a productive walnut orchard.

Chancellor Drummond has three children: Marsha, who is 42 years old; John, 40; and stepson James, 19. Marsha is a resident of Manhattan where she is a producer for WNET television. John is a photographer who works for the National Hot Rod Association. James attends Texas Tech where he is an engineering student.

In his life away from the community colleges, Chancellor Drummond is an avid horseman, who has been riding, raising and breeding horses since he was six years old. He has been involved in competitive horse breeding and showing for more than 20 years. One of his horses, Double Java, won six world championships—more than any other horse in history.

Portions of this story derive from the CCC System Office Web site.

"Faces of Technology" is a regular feature of TechEDge newsletter. Each issue it will highlight an individual making contributions to technology in the California Community Colleges.



The CCC System Strategic Plan: Five Goals, One Vision

Support the Strategic Plan: The Time Is Now

By providing a common set of goals for the California Community Colleges System, the Strategic Plan addresses the opportunities and challenges faced by the colleges today. These five strategic goals work in concert to expand and improve access and success for all students as well as for all Californians.

Goal A: Promote College Awareness and Access

Goal B: Support Student Success and Readiness

Goal C: Strengthen Partnerships for Workforce and Economic Development

Goal D: Improve System Effectiveness

Goal E: Enhance Resource Development

Implementation has begun!

As the key element in providing the state with a strong, educated workforce, the Community Colleges play a critical role in ensuring California's social and economic vitality. Support the colleges and the implementation of the System Strategic Plan today, and you support continued growth and prosperity for our state. Getting involved is easier than you think.

Begin with a visit to the Strategic Plan Web site:
<http://strategicplan.ccco.edu/>

TECH III Continued from page 1 >>

While it is not explicitly called out in the System Strategic Plan, it is understood by the System leadership that technology is intrinsic to the System.

The Tech III Planning Session focused on how the unit could best support the System plan's five strategic goals: College Awareness and Access, Student Success and Readiness, Partnerships for Economic and Workforce Development, System Effectiveness and Resource Development. The result was a solid summary and description for 12 priority projects identified by participants.

The participants reacted favorably to the 12 priority projects that the session yielded, noting that everyone—students, administrators, faculty and staff—will benefit from the projects. Group members emphasized a need to focus on the cost advantages of investing in technology projects now versus waiting until the future, and the return on investment inherent in many of the initiatives. The list also underscored the need for system resources—in terms of both financial support and overall leadership.

The priorities developed during the Tech III Planning Session will be used as a framework for the Tech III plan, which will be developed by the Telecommunications & Technology Unit and its advisers in the coming months. The first complete draft is expected in September with a final version expected by November.

The mission of the Telecommunications & Technology Unit is to provide quality leadership by defining systemwide telecommunication policy and standards to the colleges and by supporting the delivery of systemwide data, satellite, video and voice communications.

The Tech III tactical plan will help set the course for the unit in the next two to three years. It continues the tradition of excellence established in the previous plans: Tech I, which focused on System network connectivity, and Tech II, which focused on interconnectivity. <>

Planning Retreat Technology Initiative:	Supports Strategic Goal(s):
Online and Face-To-Face Staff Development	A. College Awareness B. Student Success & Readiness D. System Effectiveness
Online Student Services	A. College Awareness
System-Hosted/Facilitated Course Management System (CMS)	A. College Awareness B. System Effectiveness
Central Geographical Information System (GIS)	C. Partnerships for Economic and Workforce Development
Automated Curriculum Submission	C. Partnerships for Economic and Workforce Development
Security and Disaster Prevention/Recovery	E. Resource Development
Improved Communication on Technology Issues Between the System and the Field	D. System Effectiveness E. Resource Development
Best Practices Training for DE Coordinators	D. System Effectiveness
Computer-Based Basic Skills Training for Students	B. Student Success & Readiness
Student/Faculty Helpdesk	A. College Awareness
Wireless Infrastructure	C. Partnerships for Economic and Workforce Development E. Resource Development
Electronic Library Resources for Vocational Education	C. Partnerships for Economic and Workforce Development

CCCAPPLY Continued from page 1 >>

The International Student Application is a ground-breaking development as the first (and as-yet only) application for international admission that can be done completely online. Keyword: completely. Feasibility workshops for the international student application made clear that it needed to support all the follow-up documentation requirements (like sponsor certifications, photos, financial statements, etc.) and help manage the workflow and correspondence. Ultimately, both a standardized application form and a robust Process Manager were developed with four pilot colleges. There are more features to this application than can be mentioned briefly, but here's an example: a college could require an interview video and control the file's type and size.

Assembly Bill 1646 contained provisions to broaden state requirements for electronic signatures for residency and admission in alignment with federal E-SIGN criteria. No enhancement has been more anxiously awaited. Almost 50 colleges converted the day the e-signature was enabled in CCCApply with the rest following suit as they change internal processes.

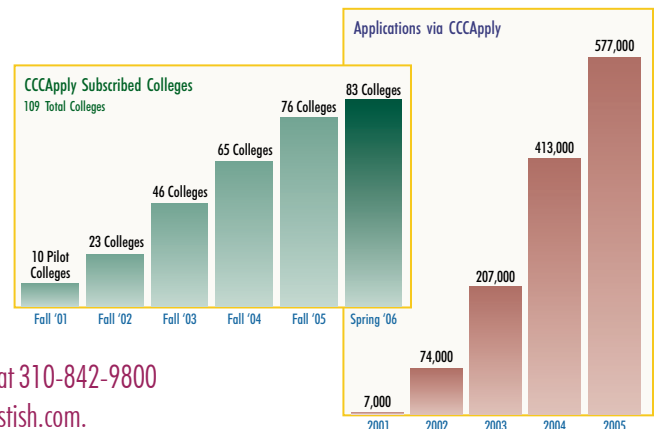
With these new applications are new QuickStart implementation guides as well as other information available online at the project Web site <http://www.ccnnext.net/cccaply> or on the CCCApply Web site at http://www.cccapply.org/Expert/college_support.asp. <>

College Facts
Campus Tours
College Comparison and Searches (CaliforniaColleges.edu)

Standard Application
Spanish Application
International Application

BOG Fee Waiver Application
FAFSA data transfer and link

www.cccapply.org



For more information and demonstrations contact CCCApply representative Jessica Wagoner at 310-842-9800 or Jessica@Xap.com or project director Tish McNamara at 530-295-9080 or CCC@justish.com.

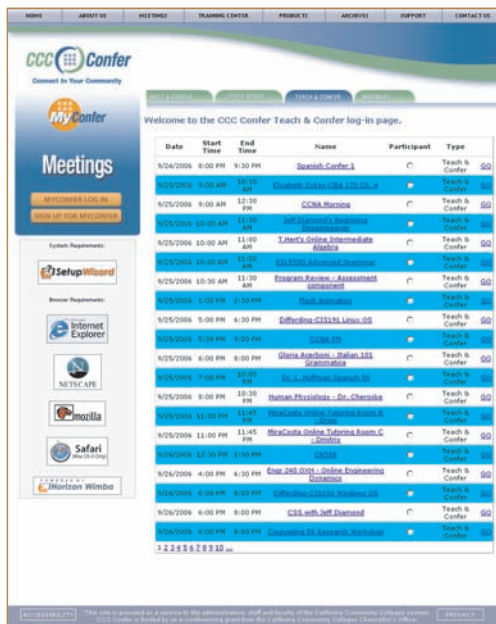
CCC Instructors Embrace E-Conferencing Technology

by Catherine Armas-Matsumoto,
Marketing Services, CCC Confer

It has been a year since the introduction of Teach & Confer—CCC Confer's answer to the System's question, "How can we create live online classroom environments that provide synchronous interaction with our students?" With the number of online courses on the rise and faculty members searching for innovative ways to boost learning outcomes, CCC Confer has noticed an increase in the use of its e-conferencing technology. Alex Cheroske of Moorpark College and P. Scott Corbett of Oxnard College, two Teach & Confer pioneers, enthusiastically agreed to share some of their experiences.

Cheroske, a Biology and Human Physiology Instructor, originally applied for a CCC Confer MEET Grant in 2004 as a way to develop a connection between adjunct faculty and their department and between instructors and their students through Meet & Confer and Office Hours. "Once I learned the technology, I was hooked," explained Cheroske. "I knew there was a way to utilize this in an online teaching environment so I set out to develop an online class."

Cheroske credits some of the easy transition of taking the face-to-face human physiology class online to the computer simulated labs that were already in place within the department at Moorpark College. "Students were already used to working in groups on the computer with the labs, so going online to teach the lecture portion was a natural progression," he added.



Date	Start Time	End Time	Name	Participant	Type
8/24/2006	8:00 AM	9:30 PM	Spanish Confer 1		Teach & Confer
8/25/2006	9:00 AM	10:00 AM	Spanish Confer 1		Teach & Confer
8/25/2006	9:00 AM	12:30 PM	CCC's MyConfer		Teach & Confer
8/25/2006	10:00 AM	11:00 AM	WebCT's Online Intermediate		Teach & Confer
8/25/2006	10:00 AM	11:00 AM	Teach & Confer Intermediate		Teach & Confer
8/25/2006	10:00 AM	11:00 AM	Teach & Confer Intermediate		Teach & Confer
8/25/2006	10:30 AM	11:30 AM	Teach & Confer Assessment		Teach & Confer
8/25/2006	1:00 PM	2:00 PM	Teach & Confer		Teach & Confer
8/25/2006	9:00 PM	6:30 PM	Diffusion Cells in Linux OS		Teach & Confer
8/25/2006	6:30 PM	9:30 PM	Teach & Confer		Teach & Confer
8/25/2006	6:00 PM	8:00 PM	Teach & Confer		Teach & Confer
8/25/2006	7:00 PM	10:00 PM	Teach & Confer		Teach & Confer
8/25/2006	8:00 PM	10:30 PM	Teach & Confer		Teach & Confer
8/25/2006	11:00 PM	11:45 PM	Teach & Confer		Teach & Confer
8/25/2006	11:00 PM	11:45 PM	Teach & Confer		Teach & Confer
8/25/2006	12:30 AM	1:30 AM	Teach & Confer		Teach & Confer
8/25/2006	4:00 PM	6:30 PM	Teach & Confer		Teach & Confer
8/25/2006	6:00 PM	8:00 PM	Teach & Confer		Teach & Confer
8/25/2006	6:00 PM	8:00 PM	Teach & Confer		Teach & Confer
8/25/2006	6:00 PM	8:00 PM	Teach & Confer		Teach & Confer
8/25/2006	6:00 PM	8:00 PM	Teach & Confer		Teach & Confer

Using WebCT as his course management system, Cheroske uploads handouts and slideshows for his students to access prior to lectures. The live weekly Internet instruction is delivered via Teach & Confer, with the first 15 to 20 minutes in "lecture mode." He then opens the online classroom for questions, keeping order by utilizing the instructor tools on the whiteboard. Commonly, he sees 60 percent of his students at his lectures; students unable to attend the live lectures access the archives. "I never would have thought to teach a completely online class; using Teach & Confer is the closest thing I have seen to be able to have the quality of a face-to-face class. Both sides, both instructors and students, can have a positive learning and teaching experience."

At Oxnard College, also a Ventura Community College District campus, Scott Corbett teaches California History. Using Teach & Confer, along with <http://www.nicenet.org> as a platform for the other aspects of his class, Corbett has reformulated the class to best fit the technology. Teach & Confer has helped him to deliver richer presentations and engage his students as well as solved the issues involved with providing synchronous communication. "I believe that students must have access to my brain and exchange ideas with me," Corbett said. "Distance education classes that only use asynchronous, non-dynamic communications do not fully use the tools that our current technologies present us and therefore miss the opportunity for dialogues and the learning benefits of such conversations."

Corbett is one of a handful of Teach & Confer clients that has opted to use voice over Internet protocol (VOIP). "Last semester when I ran the first VOIP it literally took my students only two or three minutes to access the system and employ the tools and java script necessary to fully participate," Corbett said. "We are now dealing with a generation of very computer savvy students. They are capable of adapting and learn quickly how to use these new technologies." <>

Teach & Confer is a service available at no charge to all faculty members affiliated with the California Community Colleges. For more details about this service or training visit <http://www.cccconfer.org> or call CCC Confer client services 760-744-1150, extension 1537, 1554 or 1542.



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